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ABSTRACT

This report presents a two-year junior college retailing curriculum for the disadvantaged, proposed on the basis of answers to questionnaires sent to retailing industries in the Metropolitan Rochester area. The questionnaires were designed to assess the need and feasibility of such a retailing program and to ascertain qualifications required to enter the industry. The proposed curriculum includes the following: group leadership techniques, survey of retailing principles, physical education (team sports), salesmanship, communications, retailing mathematics, and work-study discussion seminars. (KG)

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Research Coordinating Unit

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ED034824

DEVELOPMENT OF A COOPERATIVE RETAILING PROGRAM FOR THE DISADVANTAGED

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Albany, New York 12224

UD 009 329

ADDENDUM

DEVELOPMENT OF A COOPERATIVE RETAILING PROGRAM FOR THE DISADVANTAGED

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The State University of New York
Monroe Community College
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Rochester, New York

In Cooperation With

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research

July 1969

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FOREWORD

Education should be groomed to meet the needs of the people it is to serve. The investigators at Monroe Community College have conducted this study in keeping with this purpose.

American society has become more and more aware of the needs of the disadvantaged minority groups.

This study investigated, with the cooperation of the business community, the personal traits, physical characteristics, and desirable academic fields of competency that are necessary for success in the retailing and related industries. A program was then devised based on these findings.

This initial attempt to develop a cooperative retailing program for the disadvantaged, though done at a local level, may serve as a guideline for community college business educators throughout the State.

Miss G. Geraldine Dickson, Associate in the Bureau of Occupational Education Research, coordinated the publication of this pamphlet. Additional copies may be obtained by writing to the Bureau of Occupational Education Research, State Education Department, Albany, New York 12224.

Carl E. Wedekind, Director
Division of Research

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The authors would like to thank Mr. Vincent Di Gaspari, Director of Federal Funds, Monroe Community College, for his invaluable advice and assistance in arranging funding for this research.

Thanks are due to Messrs. Thomas Meehan, Theodore Altier, Frank Sibilio, Robert Wegman, Thomas Springer, and Donald Pagano for their advice and encouragement throughout the study.

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INTRODUCTION

Monroe Community College established a Marketing Career Program in the fall of 1963. The objective of this program was to provide immediate employment opportunities in the retailing organizations and firms in the Metropolitan Rochester area.

Curriculum evaluation during the 1967 academic year showed that the majority of the marketing graduates were continuing their education at various colleges and universities and obtaining baccalaureate degrees.

An examination of the philosophy behind the marketing curriculum revealed that this program failed to meet the objective of a career program, which is to equip students with the technical competence necessary for success in a specific commercial or technical field. Rather, the program as established, tended to motivate the student toward additional education in the field. At the same time, the college's placement service indicated an increasing demand for trained personnel in the retailing field. Therefore, it was decided to absorb the marketing courses into the existing Business Administration transfer program as electives, and to create a Retailing Career Program designed specifically for the needs of the local retailing industry.

An equally important objective of the school is to provide comprehensive curriculums which would fill the needs of high school graduates. It was considered that a Retailing Program might attract a segment of the high school graduates who had not heretofore enrolled in any of the existing programs in any great numbers and who therefore could possibly become members of the hard-core unemployed.

THE PROBLEM

There appears to be a critical shortage of manpower in the retailing and associated industries in the Metropolitan Rochester area. This apparent lack of manpower has been forecast to become more critical. Existing colleges, by their admissions requirements, disqualify most disadvantaged youth. In addition, the existing programs at Monroe Community College are management oriented and therefore inappropriate for those potentially interested in a long-term career in retailing.

There are in the Metropolitan Rochester area, a large number of high school graduates who, because of educational, cultural, racial, financial, and/or environmental deficiencies, are or potentially may become members of the hard-core unemployed, and therefore are considered disadvantaged.

The following problem was therefore taken under consideration: Is it possible to construct a community college level program that will equip the disadvantaged with the technical competence necessary for success in the retailing and related industries and thereby help to ease the critical manpower shortage that exists and is forecast to continue in this industry?

OBJECTIVES

1. To determine the existence and extent of a manpower shortage in the retailing industry in the Metropolitan Rochester area.
2. To ascertain desirable employee attributes as indicated by prospective employers.
3. To determine the feasibility of creating a program incorporating the recommended attributes.

4. To design this program to raise the disadvantaged's existing level of accomplishment to an employable level of competency for the retailing industry.
5. To determine whether a cooperative atmosphere exists in the industry about the proposed program at the community college level.

RELATED RESEARCH

Available studies fall into four general categories.

One category is concerned with the high school dropout problem. The community college, by law, can admit matriculated students to a program only if they are high school graduates or have earned an equivalency diploma. Therefore, research dealing specifically with high school dropouts is not applicable.

Another area of research deals with methods of teaching specific aspects of retailing. These studies are not pertinent to the development of a curriculum since they deal with the implementation of existing curriculums.

A third area of concern is training individuals under a nonacademic situation concurrently with full-time employment.

A fourth area studies the problem of making the retailing profession attractive to high school youths so that they would select distributive education curriculums instead of dropping out.

Since the purpose of this study is to determine the feasibility of instituting a retailing program for the disadvantaged youth of a specific geographic area based upon the attributes desired by the potential employers,

it is felt that the research available has little or no applicability for this study.

HYPOTHESES

There is a critical manpower shortage in the retailing and associated industries in the Metropolitan Rochester area.

This shortage is year-round and will become more critical.

There are sufficient numbers of disadvantaged in the Metropolitan Rochester area to ease this manpower shortage if they are properly trained.

A community college level program can be constructed to equip the disadvantaged for employment in the retailing field.

The retailing and associated industries in the Metropolitan Rochester area will cooperate with Monroe Community College in training the disadvantaged for full-time employment in retailing.

PROCEDURE

The first step toward implementing the study was the preparation of a questionnaire to determine the existence of a manpower shortage and ascertain desirable employee attributes.

Preliminary conferences were held with Mr. Thomas Meehan, Executive Assistant to the President, Sibley, Lindsay and Curr Co.; Mr. Theodore Altier, President, Altier & Sons, Inc.; Mr. Frank Sibilio, Executive Secretary, Retail Merchants Association, Rochester Chamber of Commerce; Mr. Robert Wegman, President, and Mr. Thomas M. Springer, Director of Personnel, Wegman's Markets, Inc.; and Mr. Donald Pagano, Personnel Director, Sears, Roebuck & Co.

As a result of these conferences, the following information regarding the structure and dissemination of the questionnaire was obtained:

1. The food industry should not be included in the study since:
   a. Cornell University Extension Service provides a series of Home Study Courses directly related to food retailing
   b. Personnel requirements in the food industry are significantly different from the requirements of other retailers (e.g., basic emphasis is on stock maintenance rather than customer contact)
2. The basic information to be incorporated in the questionnaire
3. Guidelines for the size of the questionnaire and for the selection of individual employers in the industry.

A questionnaire (Appendix 1) was drafted. A cover letter (Appendix 2) explained the purpose of the questionnaire and requested the cooperation of the merchants.

Items 1-4 of the questionnaire dealt with the existence of a manpower shortage in the retailing industry in the Metropolitan Rochester area.

Items 5-7 dealt with the skills, knowledges, or abilities, physical characteristics, and personal characteristics sought in retailing personnel. Potential course objectives were classified according to the following

categories; academic requirements, physical characteristics, and personal characteristics. A method of ranking the items within each category according to desirability was established.

The respondents were asked to rate the characteristics which they looked for in prospective employees according to a scale of: (A) Very Important, (B) Important, (C) Desirable, and (D) Not Important. (See Appendix 1)

Items 8-10 explored the degree of cooperation which could be expected from the retailing industry.

Item 11 solicited any additional comments.

A list of 75 retailing establishments was prepared (Appendix 3). All retailers who were large volume, large employers were selected. Small multiunit employers who had a metropolitan rather than a neighborhood appeal were selected at random.

The questionnaire was mailed on December 6, 1968, together with a stamped, self-addressed return envelope. The cover letter requested the return of the questionnaire by January 1, 1969.

A second request was mailed on January 13, 1969 (Appendix 4).

RESPONSE TO THE QUESTIONNAIRE

Seventy-five questionnaires were mailed on December 6, 1968. Forty-three were returned within the time allocated in the covering letter.

A second request was mailed on January 13, 1969, (Appendix 4) to 20 of the 32 who had not responded. Five responses were received.

An examination of the 48 responses indicated that we had obtained a representative cross section of all types of retailers in the Metropolitan Rochester area. These retailers were located in the various major retailing areas and represented a majority of the potential employers.

Table I

RESPONSES TO QUESTIONNAIRE

Mailings	Number Mailed	Responses	
		Number	Percent
First	75	43	57.3
Second	20	5	25.0
Both	75	48	64.0

Including both mailings, 64 percent responded; 36 percent did not. The first mailing elicited 43 responses, 57.3 percent of the questionnaires. This constituted 89.6 percent of the total responses received.

Of the 42.6 percent who did not respond to the first mailing, a second mailing was sent to 62.4 percent (20). The balance, 37.6 percent (12) were eliminated either because of size or because it was felt that sufficient information had been received about the specific type of business. The 25 percent (5) who responded to the second mailing represented 10.4 percent of the total responses received.

MANPOWER

A vast majority of the respondents indicated that they felt there was a shortage of manpower in the retailing industry in the Metropolitan Rochester area. The indication was that this shortage was year-round as well as seasonal.

Table II

EXISTENCE AND NATURE OF MANPOWER SHORTAGE

Question	Total Responses		Answers			
	Number	Percent	Yes	Percent	No	Percent
Is there a manpower shortage?	41	85.4	40	97.5	1	2.5
Is the shortage seasonal?	36	74.9	26	72.2	10	22.3
Is the shortage year-round?	41	85.4	41	100.0	0	0.0

When asked to classify the severity of the shortage, 72.9 percent (35) responded. The majority indicated that it is critical (Table III).

Table III

SEVERITY OF MANPOWER SHORTAGE

Question	Responses	
	Number	Percent
How would you classify the shortage?		
Critical	23	65.8
Normal	8	22.8
Mild	4	11.4

When queried as to future manpower demands, 85.9 percent (41) responded. A substantial number indicated that it would be greater (Table IV).

Table IV

FUTURE MANPOWER DEMANDS

Question	Responses	
	Number	Percent
In terms of future demands, the shortage will		
be greater	35	79.5
remain unchanged	8	18.1
be less	1	2.4

DESIRABILITY OF POTENTIAL EMPLOYEE CHARACTERISTICS

As a group, the respondents considered the personal characteristics the most important category of characteristics listed on the questionnaire.

An examination of the responses indicated that not all characteristics were rated by each respondent except the two personal characteristics "Enthusiasm" and "Willingness to Make Decisions." Table V shows the percentage of respondents who placed any rating whatsoever on the characteristics listed on the questionnaire. In rating the characteristics, more respondents chose to rate personal characteristics rather than the physical characteristics or the academic areas.

When the responses to desirable employee characteristics were examined, a trend became evident. A substantial majority of the responses to the various characteristics fell into adjacent categories. For example, Very Important and Important; Important and Desirable; and Desirable and Not Important. Therefore, it was concluded that a substantial response in adjacent categories was an indication of significant trends. Appendices 5 to 11 are graphic illustrations of this trend and constitute the basis for the curriculum recommendations.

The respondents were asked to give a numerical rating to those characteristics which they had selected as being (A) Very Important. However, since less than half ranked the items as requested, no valid conclusions could be drawn. The results of their ranking are presented in Table VI for information only.

Table V

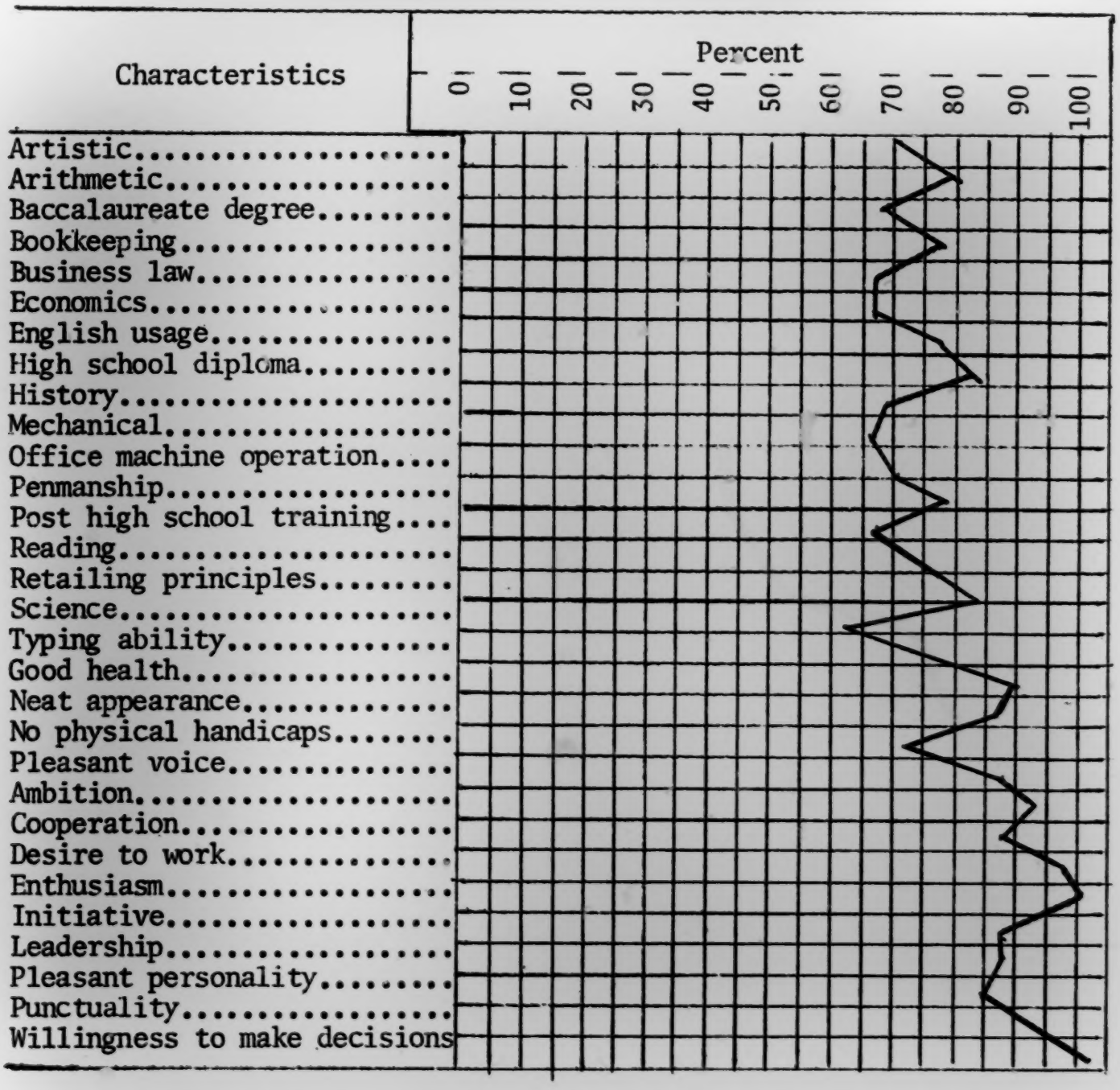
RANKING OF ITEMS
SELECTED AS "A" (VERY IMPORTANT)
IN ORDER OF IMPORTANCE
(1 THROUGH 4)

Item	Total Responses	Rank			
		1	2	3	4
Ambition	24	20	1	1	2
Desire to Work	22	19	2	1	0
Enthusiasm	21	11	4	1	5
Cooperation	19	8	6	4	1
Initiative	18	12	5	0	1
Neat Appearance	12	9	2	0	1
Pleasant Personality	12	4	4	4	0
Good Health	11	7	1	3	0
Punctuality	11	5	5	1	0
English Usage	10	4	3	2	1
Leadership	8	2	4	1	1
Arithmetic	7	4	1	1	1
High School Diploma	7	3	1	1	2
Pleasant Voice	7	3	3	1	0
Retailing Principles	5	2	2	1	0

When asked to indicate the order of importance for those items checked A (Very Important), most respondents chose not to answer. The scale used by those who did respond was; 1 More important than 2; 2 More important than 3; etc. To be complete, their responses have been tabulated and are presented here for information only.

Table VI

PERCENT OF RESPONDENTS WHO INDICATED ANY RATING
TO EACH OF THE CHARACTERISTICS ON THE QUESTIONNAIRE



It appears that the respondents are more concerned with the personal characteristics than they are with the academic areas and physical characteristics.

Area industry will give Monroe Community College significant cooperation in developing a retailing program for the disadvantaged. Most of the individual firms indicated overwhelmingly that work-study was a necessary part of a community college retailing program. Cooperation was also indicated in the areas of student evaluation and consultation services (See Table VII). Many voluntary expressions of encouragement were received (See Appendix 12).

Placement was not a specific item on the questionnaire, but unsolicited comments did indicate the desire of industry to employ trainees of a retailing program.

Table VII

INDUSTRY'S WILLINGNESS TO COOPERATE WITH
MONROE COMMUNITY COLLEGE
IN A RETAILING PROGRAM

Areas of Cooperation	Responses	
	Number	Percent
Work-Study	34	70.7
Student Evaluation	26	54.1
Advisory Board	23	47.9
Recruitment	21	43.7
Guest Lectures	17	35.4
Scholarships	7	14.5

A PROPOSED RETAILING CURRICULUM

Instruction must be concentrated on those items which were rated "Very Important" or "Important" by respondents. In the academic area these will include Arithmetic (Retailing Mathematics), English usage, and Retailing Principles. Less emphasis can be placed upon Penmanship and Reading Skills, although they must be included in the curriculum.

The physical characteristics which ranked highest are good health, neat appearance, and pleasant voice. Efforts must be made to develop these characteristics through such courses as Physical Education and Communications.

Personal characteristics which rated highest are desire to work, cooperation, ambition, punctuality, initiative, and pleasant personality. It is felt that these cannot be taught on an academic basis, but that courses such as are now taught in Recreation Supervision could add significantly to the student's psychological profile. To some degree, evidence of these characteristics should be a prerequisite for admission to the program.

In arriving at the Proposed Retailing Curriculum, the following guidelines were established:

1. All attributes rated "Very Important" and "Important" were given primary consideration in the selection of courses.
2. Attributes rated as "Desirable" were included wherever possible.
3. Attributes rated as "Not Important" were not given any further consideration.
4. With those attributes rated as "Important," course hours were generally allocated according to the priority distribution made by respondents to the questionnaire.

5. The first two semesters emphasize the retail training a student needs to obtain a certificate of completion and become employable.
6. General education courses supplemented by additional retailing courses enable the student to obtain an Associate in Applied Science degree at the end of the fourth semester.

In the presentation of the proposed curriculum which follows, those characteristics rated as "Very Important" or "Important" are listed under the courses where they can best be developed or taught.

RETAILING CURRICULUM

Course Titles	CREDIT HOURS 1st Semester	2nd Semester
Group Leadership Techniques	3	3
Health, Neat Appearance, Ambition Cooperation, Initiative		
Survey of Retailing Principles	3	3
Desire to Work, Initiative		
Physical Education (Team Sports)	1	1
Cooperation, Ambition, Initiative		
Salesmanship (Including Display, Advertising, and Promotion Projects)	3	3
Pleasant Voice, Neat Appearance, Initiative, Pleasant Personality, Ambition, Cooperation, Artistic		
Communications (Including Oral Communications and Business Correspondence)	3	
Pleasant Voice, Pleasant Personality, Reading, Penmanship, English Usage		
Retailing Mathematics		3
Work-Study Discussion Seminars	3	3
Work-Study Requirement: 8 hour minimum; 15 hour maximum		
Total Credit Hours	16	16

	3rd Semester	4th Semester
Science Elective	3	3
Social Science Elective	3	3
Fine Arts Electives (Music, Art)	3	3
Physical Education	1	1
Sales Management	3	
Retailing Seminar	3	
Accounting		3
Product Research		3
Total Credit Hours	16	16

APPENDIX

Appendix 1

MONROE COMMUNITY COLLEGE

PROPOSED RETAILING CURRICULUM

1. Is there a shortage of manpower in the retailing industry? ___Yes ___No

2. Is the shortage seasonal? ___Yes ___No
   Is the shortage year-round? ___Yes ___No

3. If there is a shortage, do you classify it as
   ___critical ___normal ___mild?

4. If you believe that there is a shortage, in terms of future demands do you believe that it will
   ___be greater ___remain unchanged ___be less

5. In the recruitment of new personnel, do you look for any particular characteristics? ___Yes ___No

6. If you have answered "Yes", rate the following characteristics according to the following scale by placing the appropriate letter in the space provided:

a. Very important b. Important c. Desirable d. Not important

Skill, knowledge, or ability

____Artistic
____Arithmetic
____Baccalaureate degree
____Bookkeeping
____Business law
____Economics
____English usage
____High school diploma
____History
____Mechanical
____Office machine operation
____Penmanship
____Post high school training
____Reading
____Retailing principles
____Science
____Typing ability

Physical characteristics

____Good health
____Neat appearance
____No physical handicaps
____Pleasant voice

Personality characteristics

____Ambition
____Cooperation
____Desire to work
____Enthusiasm
____Initiative
____Leadership
____Pleasant personality
____Punctuality
____Willingness to make decisions

7. Considering all of those items which you have checked as being "Very Important", indicate the order of importance by numbering them in sequence to the right of the item with the number "1" being considered the most important. (You may use the same number more than once if you consider several items equally important.)

8. Do you believe that "work-study" is a necessary part of a community college retailing program? ___Yes ___No

9. Would your firm consider cooperating with Monroe Community College in a retail training program designed in accordance with your response to this questionnaire? ___Yes _ No

10. Check the ways in which your firm would consider cooperating with the college.

_____Work-study
_____Evaluation of student employees
_____Scholarship aid
_____Guest lectures in specialized fields
_____Recruitment of students
_____Participation on an advisory board
_____

11. Comments:

Name_____Position_____

Firm_____

Appendix 2

MONROE COMMUNITY COLLEGE
1000 EAST HENRIETTA ROAD · ROCHESTER, N.Y. 14623
CODE 716 442-9950

December 6, 1968

Dear Sir:

The Business Administration Department of Monroe Community College is attempting to determine the feasibility of establishing a program to serve the Retailing Industry in the Greater Rochester area. This program will be directed specifically towards providing educational and employment opportunities for residents of Monroe County who desire to pursue retailing as a career.

Our study is sponsored under the Vocational Education Act of 1963, and is approved by the Bureau of Occupational Research and the Division of Educational Supervision. It is being administered by the State Education Department of the University of the State of New York.

We have enclosed a copy of a questionnaire which we are forwarding to selected retailers in the Rochester area. We feel that the contents of the questionnaire are self-explanatory. The results will help to determine the establishment of the program and the contents of the curriculum.

We recognize that this questionnaire may be arriving at a somewhat inopportune time. However, the timing of this study could not have been arranged differently.

We would appreciate the return of this questionnaire by January 1, 1969. If you have any questions at all concerning the questionnaire, please call 442-9950, Extension 540 or 541.

Thank you for your cooperation.

Sincerely yours,

F. D. Litzinger, Chairman
Business Administration Department

Encl.

Appendix 3

LIST OF RETAILERS

A. S. Beck Shoe Corp.
Aero Hardware Stores
Altier & Sons Shoes, Inc.
Amark Drugs Inc.
Arlan's Discount Department Store
Atlantic Millwork, Inc.
B. F. Goodrich Co.
B. Forman Company
Bilt-Rite Wood Products, Inc.
Bond Clothing Co.
Cadet Cleaners
Casual Corner
Champion Athletic & Sportswear Co.
Charlotte Appliance, Inc.
Chase-Pitkin Home Center
Cook Iron Store Company
Cresent Puritan
Davids'
Daw Drug Co.
E. J. Scheer, Inc.
E. W. Edwards & Son
Empire Electric Supply Co.
F. W. Woolworth Co.
Flah & Company
Flanigan Furniture Store
Goodyear Tire & Rubber Co., The
H. L. Green Co. Inc.
Hadlock Paint Co.
Harmin's Jewelers
Harry Forman Clothing Company, Inc.
Hershberg's Jewelers
J. C. Penney Co.
J. M. Fields Inc.
Johnny Antonelli Tire Co. Inc.
Key Drug Company
Kinneys' Shoe Store
Kittelberger Furniture Co.
Kroll's of Rochester Inc.
Lane Bryant
Lauer Furniture Co.
Lerner Shop's Inc.
Likly's
Lilac Laundry
Mangurian's
Max Pie's Carpets
McCurdy and Co., Inc.
McFarlin Clothing Co.
Moress Inc.

National Clothing Co.
National Furniture Warehouse
Neisner's Brothers, Inc.
Noahs Ark/Div. of Eckmar Corp.
North Side Furniture
Paine Drug Co.
Peck & Peck
Pittsford Department Store
Projansky's Inc.
R. C. Shaheen Paint Co.
Rochester Linoleum & Carpet Centers
Royalite Electric Supply Corp.
S. S. Kresge Co.
Schiff's Shoe Stores
Scrantom's Book & Stationery Co.
Sears Roebuck & Company
Shopper's Fair, Inc.
Sibley, Lindsay & Curr Co.
Speedy Cleaners Inc.
Staub Cleaners Inc.
Thom McAn Shoe Stores
Two Guys Discount Dept. Store
W. T. Grant Company
Wegman's Food Markets
Western Auto Stores
William Eastwood & Son Co.

Appendix 4

January 13, 1969

Dear Sir:

On December 6, we mailed you a questionnaire concerning the feasibility of Monroe Community College's developing a program to serve the Retailing Industry in the Greater Rochester Area. We realize that the time at which you received our letter was perhaps your busiest time of the year.

The response to our request has been very gratifying. However, since we feel that you are a leading representative of your segment of the industry, we are very anxious to have your ideas.

We would appreciate your taking a few minutes to fill in the enclosed questionnaire and returning it to me at 1000 East Henrietta Road, Rochester, New York, 14623.

Sincerely yours,

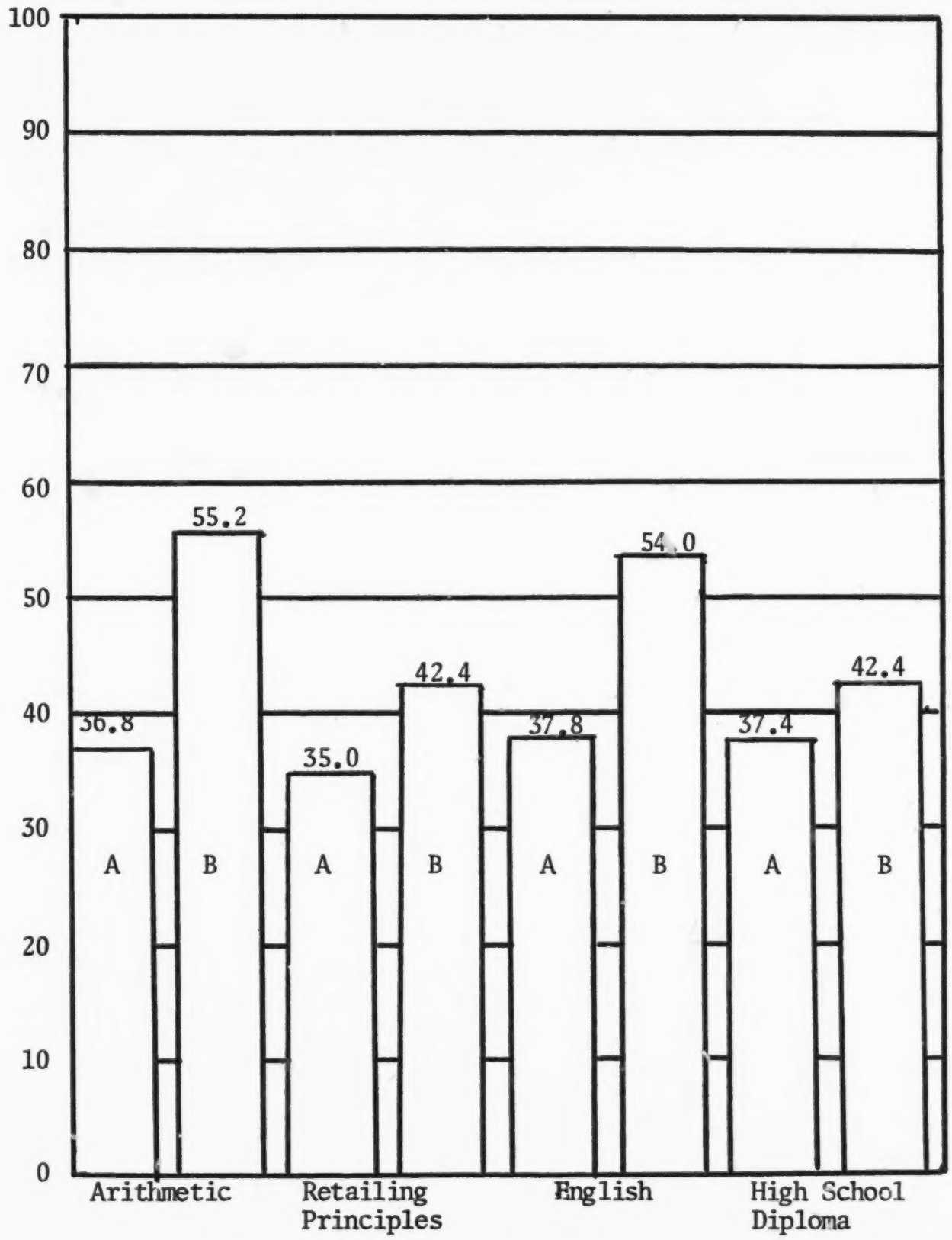
F. D. Litzinger, Chairman
Business Administration
Department

Encl.

Appendix 5

ACADEMIC SUBJECTS

Percent of Respondents Who Answered
A (Very Important) or B (Important)
To The Subject Areas Selected

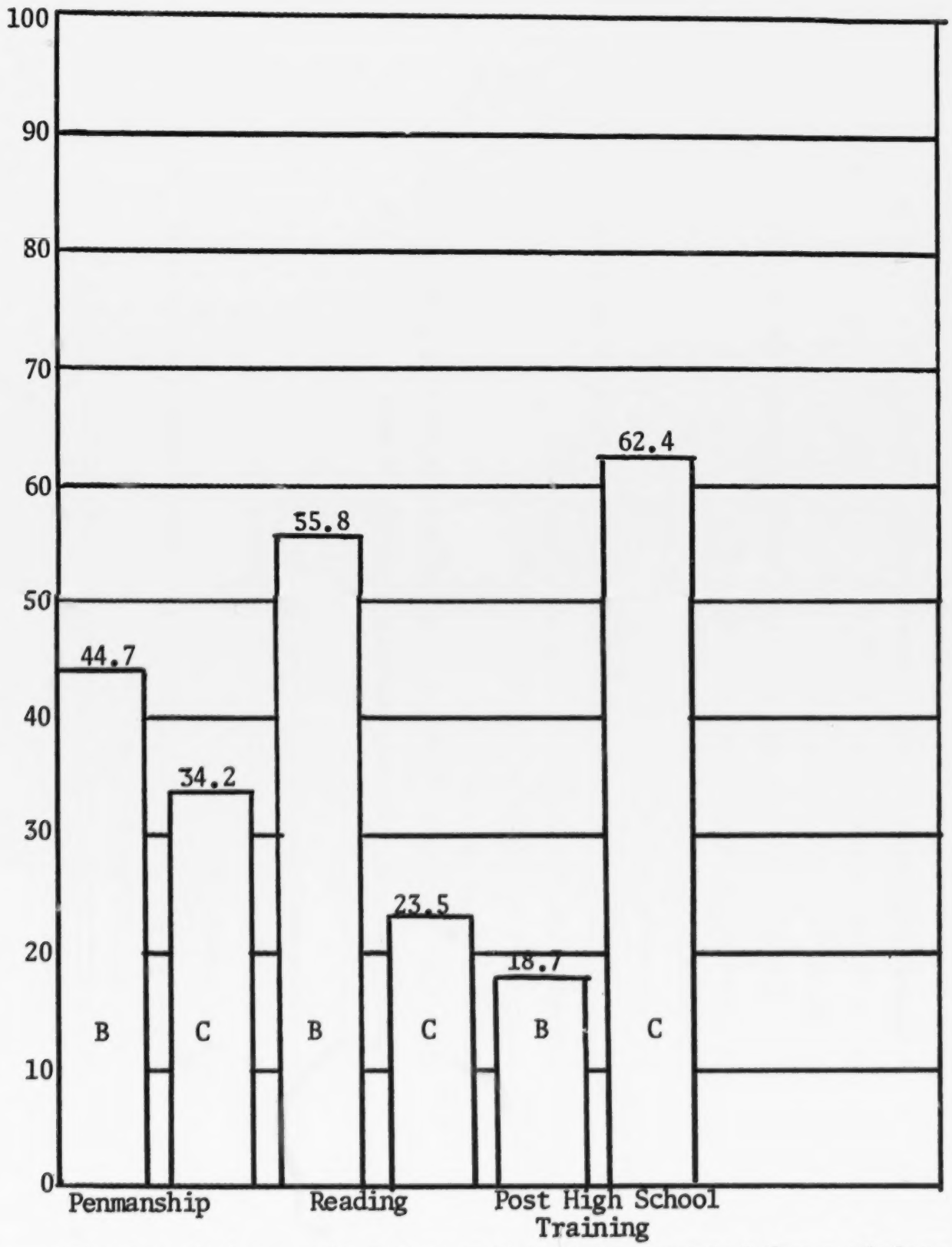


The two choices selected as A-B or B-A accounted for a minimum of 77 percent of the respondents. The remainder of the courses were not selected in the combination A & B.

Appendix 6

ACADEMIC SUBJECTS

Percent of Respondents Who Answered
B (Important) or C (Desirable)
To The Subject Areas Selected

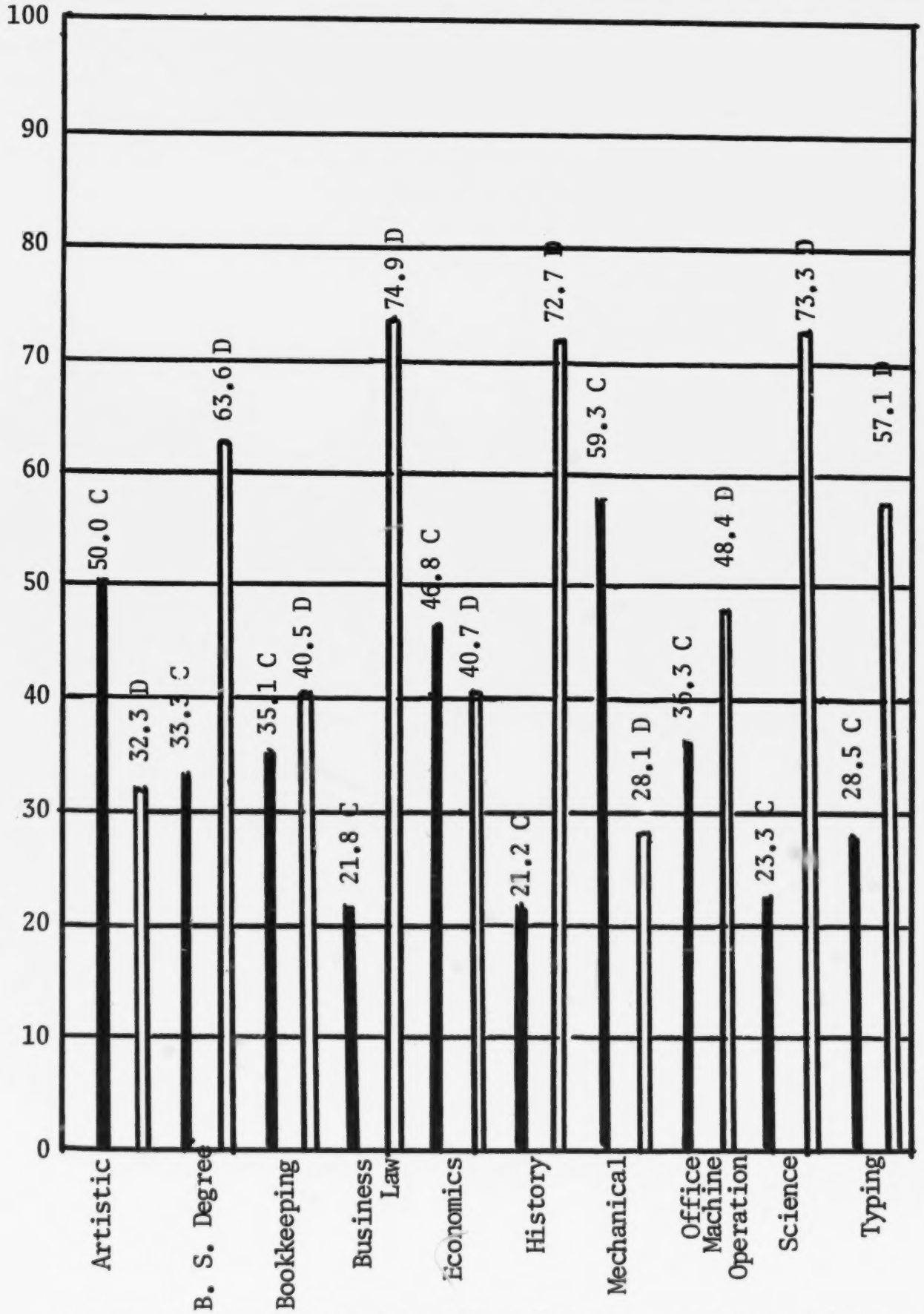


The two choices selected as B-C or C-B accounted for a minimum of 78.9 percent of the respondents. The remainder of the courses were not selected in the combination B & C.

Appendix 7

ACADEMIC SUBJECTS

Percent of Respondents Who Answered
C (Desirable) or D (Not Important)
To The Subject Areas Selected

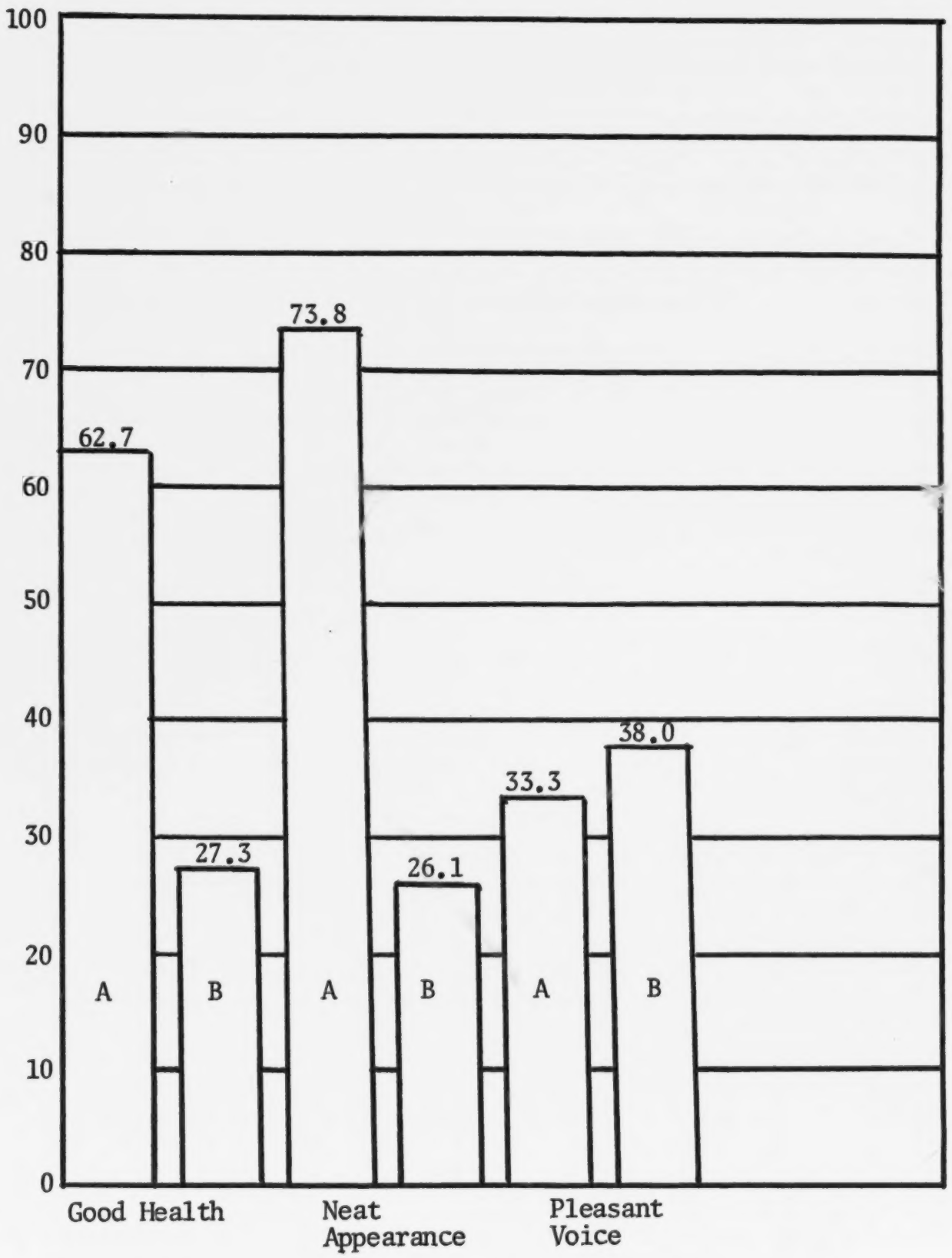


The two choices selected as C-D or D-C accounted for a minimum of 75.6 percent of the respondents. The remainder of the subject areas were not selected in the combination C & D.

Appendix 8

PHYSICAL CHARACTERISTICS

Percent of Respondents Who Answered
A (Very Important) or B (Important)
To The Physical Characteristics Selected

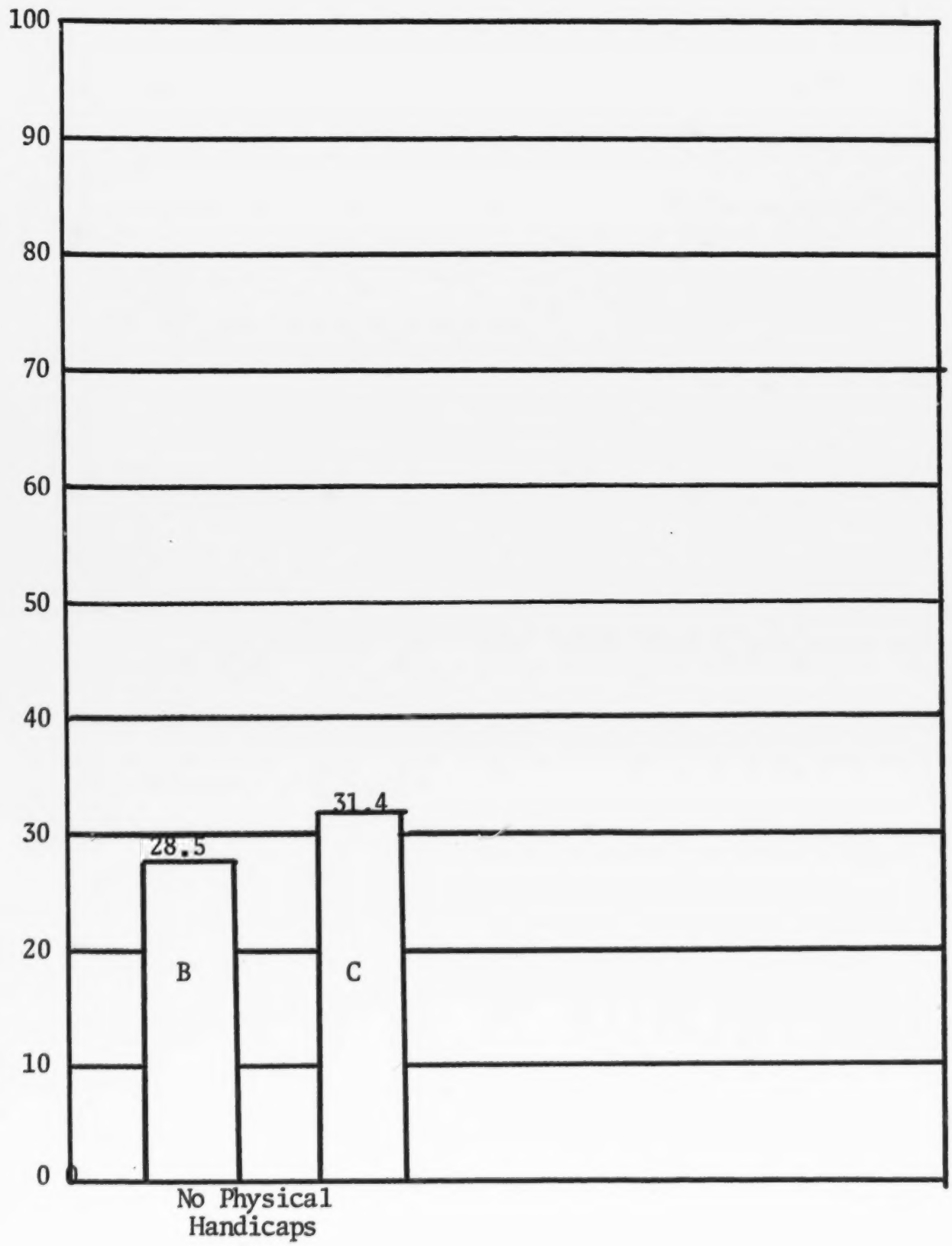


These two choices selected as A-B or B-A accounted for a minimum of 71 percent of the respondents. The remainder of the physical characteristics were not selected in the combination A & B.

Appendix 9

PHYSICAL CHARACTERISTICS

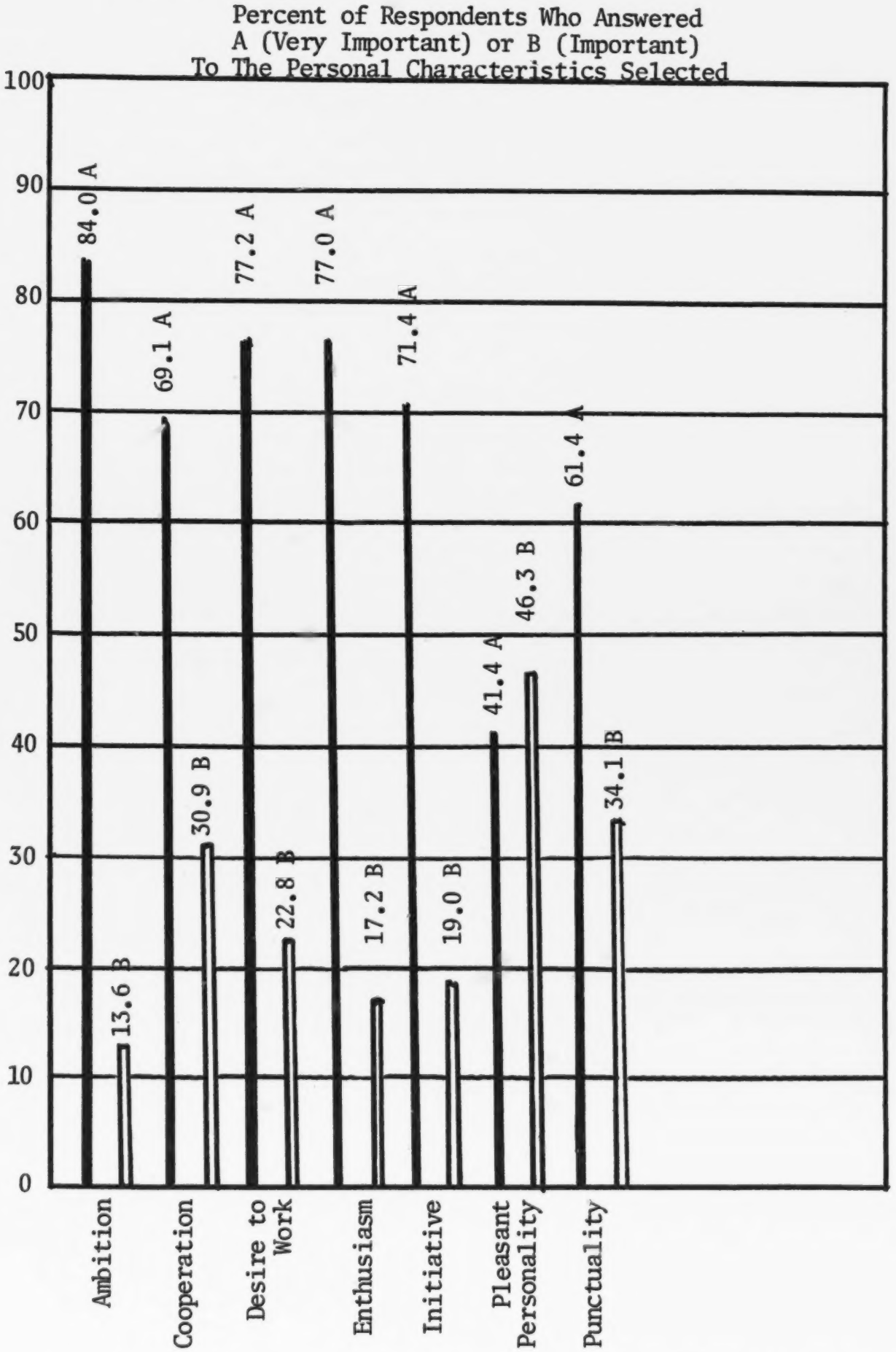
Percent of Respondents Who Answered
B (Important) or C (Desirable)
To The Physical Characteristics Selected



The two choices selected as B-C or C-B accounted for a minimum of 59.9 percent of the respondents. The remainder of the physical characteristics were not selected in the combination B & C.

Appendix 10

PERSONAL CHARACTERISTICS

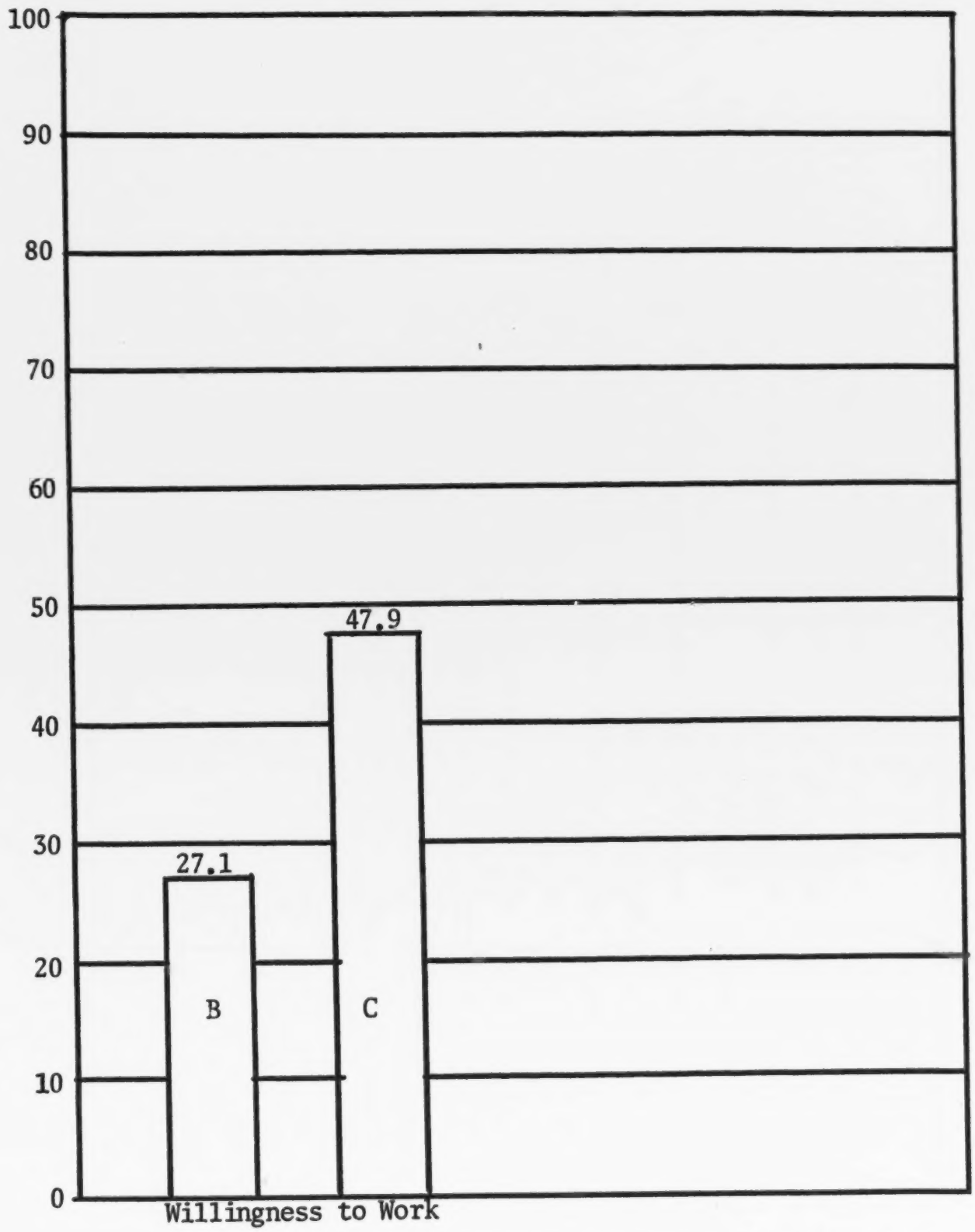


The two choices selected as A-B or B-A accounted for a minimum of 88 percent of the respondents. The remainder of the personal characteristics were not selected in the combination of A & B.

Appendix 11

PERSONAL CHARACTERISTICS

Percent of Respondents Who Answered
B (Important) or C (Desirable)
To The Personal Characteristics Selected



The two choices selected as B-C or C-B accounted for a minimum of 75 percent of the respondents. The remainder of the personal characteristics were not selected in the combination B & C.

Appendix 12

COMMENTS BY RESPONDENTS

"While work study is important, would not wish to make this part deprive the student of potential academic experience--would consider work-study "in addition to" not "in place of" academic.

"Would not commit on scholarship aid at this time, but would not necessarily rule out future assistance."

Joseph E. Morrissey, Vice President, B. Forman Co.

"We have been on your recruiting schedule for the past 4 years, and have three graduates in our Executive development program."

R. H. Bogardus, Personnel Director, McCurdy & Co. Inc.

"We employ--at present--several MCC students and RBI students and we feel that their interest is keener than those employees who are not enrolled in college programs. A retailer-trainee would most certainly be even better prepared and more interested. Our type of operation does not offer the future security that major dept. stores are able to offer but all of our executive and buying positions are filled from our own staff."

Harry Roberts, Vice President, Supervisor of Store Operation,
Achter's Key Drug Inc.

"We are very interested in this program and feel that this would be of great value in helping us recruit better employees."

John W. Lloyd, Personnel Director, Sibley, Lindsay & Curr Co.

"We are interested in working with your college.

W. R. Mayer, Group Manager, J. C. Penney Co.

"We do consider this a very important program."

W. Brantly Miller, Jr., President, The Likly Stores Inc.

"We are a small firm, but will help where we can."

Ernest S. Hollenback, Vice President, Wm. Eastwood & Son Co.

"We are pleased that this program is being considered and would assist where practical on a limited basis."

Charles A. Dye, Vice President/General Manager, Bilt-Rite Wood Products Inc.

"I believe that we would be most interested in your training, and in cooperating with your training personnel."

G. Rolfe Scofield, Jr., President, Crescent Puritan, Inc.

"One can find help, but you can't find people with the willingness to work. They lack knowledge and ability.

"Retailing is making its own manpower shortages, due to long hours and low salaries."

Robert E. Kruth, District Manager, Davids'

"My rating of English usage does not mean that I rate grammar and vocabulary that important, but I do rate the ability to get the selling points and company policy across in an effective and sincere manner. To speak so as to <u>not be</u> misunderstood indicates a great talent.

"Happy to cooperate."

Ted Altier, President, Altier Shoes

"We would desire to interview students at your convenience."

Richard M. Gill, Store Manager, Goodyear Service

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